

DOCUMENT RESUME

ED 179 106

FL 010 767

AUTHOR Basa, Eniko Molnar: Nagy, Karcly
TITLE AHEA Statements on Foreign Language Education.
INSTITUTION American Hungarian Educators' Association, Silver
Spring, Md.
PUB DATE May 79
NOTE 31p.
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Area Studies: Bibliographies: Biculturalism:
*Bilingual Education: Cultural Background: Culture
Contact: Educational Policy: *Ethnic Groups: Folk
Schools: *Hungarian: Instructional Materials:
*International Education: International Studies:
*Language Instruction: *Multicultural Education:
Professional Associations
IDENTIFIERS *American Hungarian Educators Association

ABSTRACT

Position statements and materials of the American Hungarian Educators' Association (AHEA) are presented. Contents are as follows: (1) statement to the President's Commission on Foreign Languages and International Studies: On the need to consider ethnic-oriented bilingual and multicultural education as a viable means of reaching greater language competency and international awareness (presented by Eniko Molnar Basa); (2) AHEA position on bilingual education; (3) AHEA position on multicultural education; (4) letter to the Commission from Judith Magyar, Secretary and Publication Editor of the American-Hungarian Folklore Centrum; (5) AHEA recommendations and comments to the President's Commission on Foreign Language and Area Studies; (6) Ethnic schools in the United States, A Case Study: Hungarian Schools; and (7) Bibliography: Materials on Bilingual and Bicultural Education. A bilingual person has command not only of the language but also of the cultural context of the two backgrounds. Thus the need to support the ethnic language and its speakers becomes a need to support multilingual skills. Multiculturalism is concerned with total cultural orientation rather than only language. International education is designed to transmit both language and cultural identity. (SW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED179106

AHEA Statements on Foreign Language Education

1. Statement to the President's Commission on Foreign Languages and International Studies: On the Need to Consider Ethnic-Oriented Bilingual and Multicultural Education as a Viable Means of Reaching Greater Language Competency and International Awareness. Presented by Enikő Molnár Basa.
2. AHEA Position on Bilingual Education.
3. AHEA Position on Multicultural Education.
4. Letter to the Commission from Judith Magyar, Secretary and Publication Editor of the American-Hungarian Folklore Centrum.
5. AHEA Recommendations and Comments to the President's Commission on Foreign Language and Area Studies.
6. Ethnic Schools in the United States, a Case Study: Hungarian Schools. A Background Paper.
7. Bibliography: Materials on Bilingual and Bicultural Education.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Eniko Molnar Basa

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION

FL010767

STATEMENT
to the
PRESIDENT'S COMMISSION ON FOREIGN LANGUAGES AND
INTERNATIONAL STUDIES
On the Need to Consider Ethnic-Oriented Bilingual
and Multicultural Education
As a Viable Means of Reaching Greater Language
Competency and International Awareness
by the
AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION

Presented by:

Enikő Molnár Basa
President

May 1979

AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION

PRESIDENT

Enikő Molnár Baza
Library of Congress

VICE PRESIDENT

Barbara Lotze
Allegheny College

SECRETARY

Katherine Polgar
Ridley School District

TREASURER

Bela L. Biro
U. of Pittsburgh

ADVISORY BOARD

Linda Dégh
Indiana University

August J. Molnar
American Hungarian Foundation

Denis Sinor
Indiana University

Elemér Baku
Library of Congress

Judith Magyar
Karikász and Hungaria
Neptűnc Együtt

Károly Nagy
Middlesex County College
and Rutgers University

Dalma H. Brunauer
Clarkson College

STATEMENT TO THE PRESIDENT'S COMMISSION ON FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

The American Hungarian Educators' Association, an educational and professional organization devoted to the teaching and dissemination of Hungarian language and culture, supports the goals of the President's Commission. It believes that international education is important and that international awareness as well as language competence can be developed through the utilization of the resources of the ethnic communities in the United States, as well as through college and university instruction. While the emphasis on the multi-ethnic character of the nation, and especially the encouraging of the retention of language and customs has been accused of having a divisive effect, such emphasis can, on the contrary, be a binding force: it will serve to break down old prejudices and misconceptions.

Students aware of their cultural heritage and knowledgeable about it can more easily share their experiences with others than those who hide it out of fear or shame. The sharing is done in schools, on the playgrounds, and in the recreational programs of the cities and states. Greater understanding of one's own cultural heritage leads to more appreciation for that of another, whether the cultures are related or not. This is especially the case when, as in the United States, the ethnic or cultural heritage of a minority group is set in the context of general American values which, even if influenced by a different heritage, is not inimical to the root culture. On the contrary, there is an implied acceptance of it in most cases. Language mastery is often a corollary to interest in the cultural heritage, especially when there is encouragement from the community and public institutions for the maintenance of this language. It is in this area that the President's Commission can be of most help.

The goal of an informed and concerned public, of an educated electorate aware of the international role of a

great power, can thus be served through the support of ethnic education, i.e. the schooling provided by members of a certain ethnic or cultural group to its own members in its language and its cultural heritage. Such education can also result in a pool of potential experts in selected areas of foreign studies. Ethnic education, therefore, is of value to the individual, to his community, and to society because it creates a positive self-image, strengthens family life and neighborhood ties, and provides a pool of young people trained in the American system yet familiar with the language, culture and values of others.

"Ethnic," for the purposes of this presentation, can be defined as "pertaining to a particular group characterized as having both cultural and linguistic roots other than English or Anglo-American." Ethnic education thus includes instruction at any level in the language, history, culture and politics of a particular ethnic group, both in the native or original country and in the United States, *including* lands where significant minorities of the group live. That is, "ethnic" is more closely connected with nationality than citizenship, with a sense of the community to which one belongs than the geographical area in which one lives, or rather from which one's family originated.

"Bilingual" (or "multilingual") used in this sense refers to the ability to use two (or more) languages correctly, distinctly and without mixing the two, or to be equally at home in two or more languages. A bilingual person is able to express his two "personalities" interchangeably; to be able to do this, he must also be bi(multi)cultural, having command not only of the language but also of the cultural context of the two backgrounds. However, at lower levels of proficiency, one or the other language/culture might be eclipsed by the other. In terms of Hungarian and other East European ethnics, particularly the second and third generation, the "ethnic" language is often the second language and its speakers are either more at home in English, or, rarely, speak both well. Thus the need to support the ethnic language and its speakers becomes a need to support multilingual skills.

"Multicultural education" is a corollary of bilingualism. It

is concerned with total cultural orientation rather than only language. Since the two are essentially inseparable, however, and since "bilingual" as defined above emphasizes the cultural component, further clarification would be redundant. If bilingualism is defined as a command of two (or more) languages in equally pure and living form capable of development and the full expression of intellectual needs, then "international education," "multi-cultural education," and "ethnic" education are not only related, but synonymous expressions of the same interest, albeit approached through different means.

Programs in international education in this sense have been developed by the ethnic schools of the United States. These are the weekend schools, summer camps, scout programs and similar endeavors designed to transmit both language and cultural identity. Most are designed to run from kindergarten through grade 12; beyond that, the AHEA and similar professional organizations provide referrals to existing courses and programs in Hungarian and Eastern European studies at the university level. In most instances, also, the American-Hungarian cultural component is also given attention.

To extend and improve these programs, the schools and institutions need long-range commitments. The education of one class or child takes several years. Such support can be relatively easily implemented:

- 1) recognition of the need for language and culture courses for English-speaking but not Anglo-American ethnics, and for the maintenance of their own language not with goal of mainstreaming but to enable them to maintain and develop a second languages;
- 2) time-release from classes for such classes where feasible;
- 3) teachers made available to conduct such classes, either from the local schools or the community, as well as visiting teachers from other jurisdictions;
- 4) in-service training, funds for travel, etc. made available to part-time teachers to enable them to bring their competency up to a professional level and keep it there, and also to attract new persons;
- 5) support for materials development, but particularly for duplication, printing, dissemination of materials, etc.

The AHEA wishes to be on record as endorsing many of the views expressed at the Regional Hearing of the Commission in Boston. It supports the argument of Joseph M. Cronin, Illinois Superintendent of Education, that fluency in the home language (the ethnic language in our usage here) should be preserved. All the more so because such language, unlike merely language learned in school, becomes an integral part of the student's life. In this way, both language and cultural education are served. There is, moreover, an emotional as well as intellectual commitment to the language, and opportunities to use it in a variety of situations more readily exist.

The Panel of International Education, K-12 stressed the need for the cultural component to be married to language instruction. This goal, as pointed out above, is served by ethnic education, inasmuch as this is both linguistic and cultural; it is bilingual, because the language of the ethnic group is learned in addition to English and not at its expense, and multicultural because the culture of the group, and often of related groups, is learned along with general American cultural values. The Hungarian schools functioning in the United States teach the totality of Hungarian culture: the past and the present in Hungary and the Hungarian groups of Europe, as well as American-Hungarian achievements. Cultural exchanges at all levels, travel and summer sessions reinforce the experience. Such contacts can not be limited to the immediate social unit (family and neighborhood), but must include the child or student's full intellectual, cultural and artistic world. Only this will insure that ethnicity is not connected with feelings of inferiority stemming from a higher level of competence in English and greater ease in American society than in the ethnic language and community. However, cultural awareness does not depend on linguistic skill, although often the former can lead to the latter.

In implementing the goals of greater linguistic competence and cultural awareness, both ethnic groups and professional associations have a role. The AHEA and the AHFC can be useful in the training of teachers, materials dissemination and development, reference and research services, etc. But, these organizations need community and governmental support. Their work has to be

recognized by state and educational bodies, by other professional groups, and above all by the federal and local educational establishment. They should be equal partners in formulating educational policies as these touch on the needs of the cultural and ethnic groups they represent. In fact, the AATCE has already included such guidelines in its accreditation process.

Ethnic education can serve various language needs identified in the Commission hearings: early training in languages and a gradual intensification of standards; examinations, certification and standards being established for "exotic" or less-taught languages without the necessity of an expensive superstructure; broad-based language instruction and greater visibility to the need for language and international education; encouragement of an awareness of the need for such education, benefiting, possibly, the business world most. These goals can not be achieved satisfactorily through the schools only, but neither are the ethnic groups able to insure success if left to their own resources only; in the context of today's educational picture, lack of support is seen as denial of validity. Bilingual/multicultural education should be considered part of the nation's commitment to education in languages and cultures other than Anglo-American, and should be seen as basic preparation for much of the higher level studies that are to be encouraged.

Formal support is needed, chiefly in the form of recognition of the validity and usefulness of ethnic education. Such recognition will enable the groundwork that has been laid in the ethnic schools, and the pilot projects that have been developed, to be extended to a wider audience. It will also enable the experiences of one ethnic or cultural group to be shared by others.

The definition of "bilingual education," particularly as it is used in federal and state grant legislation and guidelines, should be recast to encourage the learning and maintenance of a second language. The AHEA thus joins the Social Studies Association and the American Council of Teachers in urging that:

- 1) the competence of various bilingual groups be utilized to help others become bilingual also;
- 2) a resource base (similar to ERIC) be established to serve

both as curriculum center and reference library;

- 3) make federal and state aid available for materials development and dissemination;
- 4) include in teacher education courses preparation for ethnic/bilingual instruction to encourage the development and maintenance of language skills;
- 5) facilitate and accredit the international exchange and co-operation of teachers and students in co-operation with professional associations as well as schools and universities;
- 6) support in-service institutes to serve teachers, both the established and the beginners.

The President's Commission can recommend that, along with greater emphasis on language and cultural instruction in the post-secondary schools, greater importance be given to language skills and cultural contacts acquired in the home and in ethnic schools on the primary and secondary levels. The role of ethnic schools in the area of international education must also be recognized through the extension of grant funds to such schools, language camps and student or teacher exchanges conducted under their auspices. Administering the programs through their educational associations, such as the American Hungarian Educator's Association, would solve problems of accreditation and standards. In this way, the contributions of a significant group of teachers engaged in international education can be recognized, supported and integrated into the total educational picture. Specific recommendations in this connection are:

- 1) funds made available for materials development dissemination;
- 2) funds for networking and information exchange, e.g. support of conferences, publications, etc.

The role of professional associations concerned with language and cultural instruction must be recognized through:

- 1) enabling them to apply for grants to be disseminated nationwide, i.e. free the process from local restrictions;
- 2) recognize these groups as accrediting or certifying bodies within their areas of expertise;

- 3) support in-service institutes conducted by such groups with or without university involvement.

We trust aht the President's Commission will give due consideration to these views and make whatever recommendations it considers suitable to implement the more effective and greater utilization of the resources of the ethnic communities, and particularly of the organized centers of ethnic education.

Submitted June 1, 1979 by Enikő Molnár Basa, President,
American Hungarian Educators' Association.

AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION

PRESIDENT

Enikő Molnár Bosa
Library of Congress

VICE PRESIDENT

Barbara Lotze
Allegheny College

SECRETARY

Katherine Polgar
Ridley School District

TREASURER

Bela L. Biro
U. of Pittsburgh

ADVISORY BOARD

Linda Dégh
Indiana University

August J. Molnar

American Hungarian Foundation

Denis Sinoz

Indiana University

Elemer Baku

Library of Congress

Judith Magyar

Kurkúzó and Hungaria
Neptűnc Együtt

Károly Nagy

Middlesex County College
and Rutgers University

Dalma H. Brunauer

Clarkson College

POSITION ON:

BILINGUAL EDUCATION

The AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION actively endorses bilingual education inasmuch as this is defined as the maintenance of the language of one's cultural and ethnic origins in addition to English which is the primary language. The rationale for English as the primary language in America is to facilitate the fullest possible participation in American society and institutions. As a second "major" language, however, the maintenance of Hungarian (and any other ethnic language), not only enriches the speaker but also adds to his value as an American citizen. Therefore, in addition to endorsing multicultural education (which, in our definition, does not necessitate linguistic competence in anything other than English), the AHEA also endorses bilingual education.

The Constitution of the AHEA states that among its objectives are:

the furtherance of Hungarian and related studies at American and Canadian institutions of learning;

the maintenance and support of Hungarian education at all levels;

providing an opportunity for professionals to discuss common problems and to organize groups, both formal and informal, within the respective professional organizations of the members;

encouraging participation in cooperative and scholarly ventures which pertain to the goals of the Association.

All of these objectives also serve to promote the maintenance of the Hungarian language both as a key to cultural heritage and as a tool of international cooperation. Knowledge of a second language, furthermore, enriches the speaker and enables him to form a more positive self-image and self-awareness. It is also a valuable asset in society as a whole, whether for international trade, foreign relations, or "merely" the depth of insight gained into international events. It is a key factor in combatting provincialism and isolationism.

The AHEA is dedicated to quality in bilingual education, believing that

- 1) a broad segment of the population can thus be made available as a potential pool of language experts, particularly if the initial classes are followed up on the secondary and university level;
- 2) the general level of awareness about other cultures will be raised;
- 3) self-pride and awareness of one's ethnic background and language, as well as of the many cultural and linguistic traditions that make up American society can lead to more informed and better citizens;
- 4) bilingual education can lead to a better appreciation of the international role of the United States if it is integrated with cultural and multicultural studies.

In order to further bilingual education, the AHEA is committed to the training of teachers for the primary and secondary level. It endorses in-service training, foreign exchanges and summer schools, the development and exchange of texts and other materials, and through its work-

shops and formal sessions at the annual conferences, it actively promote such training. The Newsletter and other exchange of information among the members calls attention to the availability of texts, etc. and puts language teachers in contact with each other.

AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION

PRESIDENT

Enikő Molnár Basa
Library of Congress

POSITION ON:

MULTICULTURAL EDUCATION

VICE PRESIDENT

Barbara Lotze
Allegheny College

SECRETARY

Katherine Polgar
Ridley School District

TREASURER

Bela L. Birc
U. of Pittsburgh

ADVISORY BOARD

Linda Dégh
Indiana University

August J. Molnar
American Hungarian Foundation

Denis Sinner
Indiana University

Elemer Baku
Library of Congress

Judit Magyar
Karlsruhe and Hungary
Neptun Egyetem

Károly Nagy
Middlesex County College
and Rutgers University

Duima H. Brunauer
Clarkson College

The American Hungarian Educators' Association is dedicated to the concept of cultural pluralism. It therefore supports multicultural education at all levels. As stated in the Constitution, the aims of the Association are:

to further Hungarian and related studies at American and Canadian universities and other institutions of learning;

to maintain and support Hungarian education at all levels;

to provide an opportunity for professionals to discuss common problems and to organize groups, both formal and informal, within the respective professional associations of the members;

to encourage participation in cooperative and scholarly ventures which pertain to the goals of the Association.

Cognizant of the ethnic and cultural pluralism of the United States, the American Hungarian Educators' Association endorses these aims in order to strengthen the self-awareness of Hungarian ethnics. Such self-awareness, or self-knowledge, imparted within the context of American history and civilization, leads to American citizens who are more knowledgeable not only of their own ethnic roots but also of the ethnic affiliations of their neighbors and a deeper awareness of the rich mosaic of American society. Furthermore, when this knowledge is not only passive, but active, it leads to participation in cooperative programs with other ethnic or racial groups further broadening appreciation for the diversity of the United States.

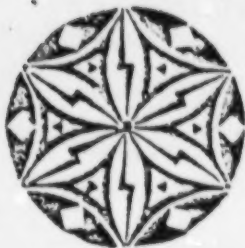
The AHEA is dedicated to quality in multicultural education, believing that 1) a broad segment of the population will be made available as a potential pool of experts in international relations and studies, if there is some education at the primary and secondary level as well as at the college and university level;

AFFILIATE OF THE AHEA: AMERICAN HUNGARIAN FOLKLORE CENTRUM

- 2) the general level of knowledge about other cultures among the population as a whole will be raised;
- 3) self-pride and awareness of one's own ethnic background as well as of the many cultural traditions that make up American society can lead to more informed and therefore better citizens;
- 4) multicultural education, particularly a multicultural perspective, will lead to a better appreciation of the international role of the United States.

In order to further multicultural education within its own province, the AHEA is committed to further training for teachers of language and culture on the primary and secondary level. It endorses in-service institutes, foreign exchanges, the development of texts and teaching materials to achieve this goal. Through workshops and formal sessions at the annual conferences, it actively promotes such training. The newsletter and other exchange of information among the members calls attention to the availability of supplemental materials (bibliographies, lecture tours) as well as courses, dance and folklore programs, etc. in the area of Hungarian language or Hungarian and Eastern European cultural programs.

The American Hungarian Folklore Centrum, an affiliate of the AHEA, is actively involved in multicultural education through its work in schools and participation in folkloristic programs. Members teaching at various colleges and universities, as well as those involved in research, approach their specialties from a multicultural perspective, contributing to the development of cross-cultural programs and sessions.



American Hungarian Folklore Centrum
Division of the American Hungarian Educators' Association

P. O. Box 262
Bogota, N. J. 07603

(201) 343-5240

KÁLMÁN MAGYAR
acting director

JUDITH MAGYAR
secretary

SÁNDOR BALJUSZ
treasurer

Advisory Board

GABOR FODNÁR
Executive Dir. Hun-
garian Scouts Assoc.

ANDOR CZOMPÓ
State Univ. College
Cortland, N. Y.

Prof. LINDA DÉGH
Indiana University,
Bloomington, Ind.

To:
President's Commission
on Foreign Language and
International Studies
Ms. Barbara Burn, director

1832 M Street, N. W. Suite 837
Washington, D. C. 20036

January 15, 1979

Dear Ms. Burn:

As a representative of the American Hungarian Educators' Association and its affiliate, the American Hungarian Folklore Centrum, I attended the 'President's Commission on Foreign Language and International Studies' January 11th, 1979 Meeting in New York City.

I would like to express my pleasure over the Commission's efforts in bringing the multifold of cultures existing in the United States into closer contact with each other.

The organizations I represented at the Meeting have already successfully employed the tools the Commission promotes, as means of disseminating the language and culture of an ethnic group not only within its own limits but among the public and scholarly life of America as well.

You may have become familiar with the views of the American Hungarian Educators' Association, related to the functions of the Commission, from the position papers Dr. Enikő Molnár-Basa, president has recently sent you.

The formation of the American Hungarian Folklore Centrum in the Summer of 1978 was necessitated by the wide range interest and activities of multiple character in the United States, related to Hungarian ethnic culture.

The formal organizing of these factors have been ongoing since 1975:

1. PONTOZÓ - Hungarian Folk Dance Festival, to assure the regular review of the approximately 65 performing groups in North-America

(30% of which are entirely of non-Hungarian membership!)

The event has four regionals and a Summit Festival.

2. KARIKÁZÓ - Hungarian Folklore Newsletter, published in English.
Now the official publication of the Folklore Centrum.
Established in 1975, to assure the communication and further the knowledge of all groups and individuals interested or working in the field of Hungarian folk culture.

3. American Hungarian Folk Dance Symposium - An intense 5 day course, held bi-ennially to provide an opportunity for performing and recreational dancers to deepen their familiarity with Hungarian folk culture. Approximately 100 people participated in the First such Symposium, in 1978.

I must point out that the Folklore Centrum and its activities include groups and individuals of Hungarian ethnic as well as of many other origins and generate the kinds of effects the Commission promotes: Short or long range travels to Hungary for the purpose of formal or non-formal language or culture study.

In general, an increased awareness of a non-American culture in the United States.

The American Hungarian Educators' Association and the Folklore Centrum are conscientiously working to maintain these results and to make a responsible, valid contribution to the multiculture of the United States.

It is hoped that a fruitful co-operation might develop between these organizations and the Commission toward the realization of our coinciding goals.

Please contact, if we can be of any assistance in the Commission's work,

Sincerely,

Judith Magyar

.....
Judith Magyar

Secretary and Publication Editor of
the American-Hungarian Folklore Centrum

AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION

PRESIDENT

Enikő Molnár Basa
Library of Congress

VICE PRESIDENT

Barbara Lotze
Allegheny College

SECRETARY

Katherine Polgar
Ridley School District

TREASURER

Bela L. Biro
U. of Pittsburgh

ADVISORY BOARD

Linda Dégh
Indiana University

August J. Molnar
American Hungarian Foundation

Denis Sinner
Indiana University

Elemér Bako
Library of Congress

Judith Magyar
Kurikási and Hungaria
Neptanc Egyletes

Károly Nagy
Middlesex County College
and Rutgers University

Dalma H. Brunauer
Clarkson College

Recommendations and Comments to the President's Commission on Foreign Language and Area Studies

The American Hungarian Educators' Association is a professional organization devoted to the teaching and dissemination of Hungarian culture. It actively supports ethnic and multicultural programs and seeks to broaden the awareness of the general public about Hungarian contributions to civilization, but also to deepen the appreciation for Hungarian culture among ethnic Hungarians. In implementing these goals, it maintains a communications network among scholars and teachers at all levels, conducts workshops and conferences, and sponsors special programs at other professional conferences. It is also the only organization speaking for the Hungarian-American academic community (though its membership extends to non-Hungarians also), and has issued position statements on bilingual and multicultural education (see attached). It is in this capacity that the AHEA is responding to the invitation of the Commission for comments, suggestions and recommendations.

1. The goal of a broader awareness of different cultures, as well as the creation of broadly-based awareness of the need for both language skills and multicultural education could be substantially advanced by the Commission's recognition of the work of ethnic schools and cultural associations. These schools, associated with the AHEA, the Hungarian Scouts, or various churches, give instruction in both language and cultural heritage, which includes the American-Hungarian heritage also. The aim is to give the student competence in his parents' or grandparents' language comparable to his general educational level, and an objective, informed view of his heritage. The Commission could possibly explore:

- a. extending public recognition to these schools and encouraging support by state and local authorities for them;
- b. expanding the use of school facilities to these programs whenever possible;
- c. using trained and experienced teachers from these schools for bilingual and multicultural classes within the public or private school system;
- d. facilitating the access of these groups to HEW and similar grant funds for scholarships and stipends, the preparation and dissemination of educational materials, and in-service training.*

2. The implementation of multicultural education in primary and secondary schools would be furthered by these

measures. Trained and experienced teachers would be identified and local support would more likely be assured.

3. The potential of the ethnic groups within the United States to contribute positively and constructively to the creation of an internationally-oriented and "linguistically-competent" society is great, and the divisiveness and polarization feared by some observers can be counteracted. Ethnic schools are devoted to language and cultural maintenance. The young teachers who increasingly staff these schools are the products of American schools and have to a great extent shed their "old world" prejudices. The AHEA endorses and seeks cooperation with other ethnic groups, especially other East European groups, and programs under its auspices naturally reflect this. Furthermore, informed and educated ethnic identification is in and of itself one of the best means of combatting both prejudice and feelings of inferiority. Identifying appropriate teachers and experts with a sufficiently broad outlook as well as area competence can be facilitated by the involvement of the AHEA, its affiliate, the American Hungarian Folklore Centrum, and similar organizations.

4. The emphasis should be on "in-service" rather than "pre-service" education, although the latter should not be ignored. The AHEA has already taken steps in offering workshops devoted to language instruction on the primary and secondary level at its conferences, and in providing bibliographies or resource persons as requested and as possible. It is committed to developing basic materials, texts, and teaching aids, as well as to disseminating materials already developed. Funds are needed to fully implement these plans, and this might be an area where the role of the public sector could be explored. Brief, intensive training sessions for teachers is another. (The above speaks particularly to the comments of Dr. Fred Burke, New Jersey Commissioner of Education, at the Washington, D.C. meeting, October 27.)

5. The need for exchange programs is obvious. Many of the teachers of week-end (ethnic) schools and summer school or camps participate in a partial exchange, going to Hungary for intensive training in methodology or for further study (at their own expense). A program also exists for school children (kindergarten through teens) to spend a few weeks in summer school/camp in Hungary. However, aside from individual arrangements, no "exchange" is made. The program could be formalized within a framework similar to the exchanges on the university and post-doctoral level. Also, extending recognition to such further study by the acceptance of credits or certification earned would be a step in the right direction. (Dr. Reischauer's comments at the Washington meeting of the Commission are addressed here.) Local programs, such as the summer school (college level) at Portland State University, and the cultural/folklore symposia of the AHFC, are also meeting this need and should receive recognition and support.

6. Points four and five already speak to the need for training in methodology. This need has been recognized and addressed by Hungarian schools and sponsoring organizations. The AHEA seeks to extend such training to teachers who are working in small or isola-

lated communities or who have only recently organized a school primarily through its workshops within the framework of the annual conference. Individual schools (e.g. the Hungarian School in New Brunswick and that in Chicago) have developed flexible curricula to meet the needs of students with varied linguistic preparation and of various age groups who often must be taught together.

The recognition and support of the Commission for these existing programs not only in the Hungarian community (with which the AHEA is most concerned and about whose activities it is most knowledgeable), but also among other European ethnic groups (Lithuanians, Ukrainians, etc.) would do much to enlist the support of these groups in the cause of multicultural education within the public sector. Such support would not only enable the often hard-pressed groups to continue their work, but would also enable them to expand and attract more students and parents thus serving the cause of greater grass-roots involvement and more awareness of both foreign languages and cultures. Prejudices, whether historical or newly-developed, can be counteracted by public acceptance and support of the linguistic and cultural heritage of each group and its efforts to maintain that heritage. When this maintenance is no longer an "extra" activity but is something shared in the school and the community (e.g. through special classes and folk festivals), the understanding and global perspective needed in the United States is well on the way to being created.

Educational organizations and associations, such as the American Hungarian Educators' Association are and will continue to be important in implementing the goals of the Commission. Their activities are already putting into practice many of the ideas discussed at the Commission's Washington meeting as well as at the session in New York at the Modern Language Association convention. Furthermore, they already have an existing network of communication that reaches both academic and research institutions and the general public. In-service training in cultural area studies has been initiated; inclusion of multicultural perspectives in general curriculum courses, particularly on the post-secondary level, is already being done. It would be useful for the Commission to consult these associations and to learn the problems and solutions encountered to avoid needless duplication. In many ways, numerous "pilot programs" for the implementation of broader multicultural and multilingual awareness in the United States have already been done.

* While some funds are available through NEH and Title VI grants, the procedures almost exclude ethnic groups with scattered nationwide representation from qualifying. Funds available to nationwide sponsoring groups, such as the AHEA, to be administered for the affiliated schools and teachers, would be useful, and proper safeguards can still be built in.

ETHNIC SCHOOLS IN THE UNITED STATES

A CASE STUDY: HUNGARIAN SCHOOLS

- A BACKGROUND PAPER -

AMERICAN HUNGARIAN EDUCATORS' ASSOCIATION
707 Snider Lane
Silver Spring, Maryland 20904

1.

Demographic Factors

According to the 1960 U.S. census there were 701,637 ethnic Hungarians in the United States counting those who were born in Hungary as well as those born in the U.S. with at least one of their parents having been born in Hungary. Nearly twenty (20) years later, due to a variety of demographic factors the number of people who are of Hungarian ethnic origin living in the United States could be estimated to be 720,000. They live in about half of the country's fifty (50) states. Like other ethnic groups in the United States the Hungarians have also established numerous ethnic organizations: churches, insurance companies, newspapers, business establishments, and schools.

2.

Hungarian School Survey 1965

The first systematic survey of Hungarian schools in America was conducted in 1965 (Nagy, Károly: "Hungarian Primary and Secondary Schools in the U.S." The Slavic and East European Journal, IX, 4.). The study resulted in the following findings. "The survey indicates that at least twenty-three Hungarian organizations and churches maintain

programs in which about 650 children of Hungarian extraction learn Hungarian language, history, geography, and folksongs. Twelve of the schools are maintained by churches, and eleven by other voluntary organizations. Fourteen of them operate during the school year, while nine are summer schools. Ten schools have only one class, eleven teach from two to six classes, and two did not specify the number. All of the schools are subsidized by their sponsoring organizations. In addition, seven schools request that their students pay tuition of \$1.00-\$6.00 per month.

The language of instruction is generally Hungarian, but in eleven schools they also use English. The total number of instructors is about seventy-five. They are professional teachers in four schools, clergymen in six, youth leaders in three, and in ten of the schools there are instructors of all three categories. For teaching materials, two of the schools rely solely on materials prepared by the teacher, from which the students take notes. Thirteen schools use materials published or reprinted in the US between 1940 and 1960. Only three of the schools utilize predominately modern textbooks published in Hungary in the early 1960's. Five of the schools did not describe their teaching materials. Fourteen of the schools were established after 1956, mostly by voluntary organizations. The enrollments in two thirds of the schools are steady or rising; in

the remaining third the number of pupils is on the decline. The number of class hours averages approximately 110 per year. Some schools do not offer classes every year. Three of the schools are operated as part of the parochial or public high school system."

3.

Hungarian Schools In The U.S. At The End Of The 70's

The increase in the ethnic awareness which has developed in the United States in the past twenty (20) years has been reflected in the Hungarian ethnic communities as well. Many new cultural, professional, religious, business, and educational organizations have developed. The number of Hungarian schools has also increased. At the present time there are approximately forty (40) Hungarian schools in operation in eleven (11) states (California, Connecticut, D.C., Illinois, Massachusetts, New Jersey, New York, Ohio, Louisiana, Michigan, and Pennsylvania). Twenty-five (25) of these schools are maintained by social, cultural, and educational organizations while fifteen (15) by Reformed and Roman Catholic churches. One of these schools operates with public funds as a multilanguage, multicultural project in Albany, Louisiana. One school operates as an elective subject in various classes of a parochial school system in New Brunswick, New Jersey. The rest of the forty (40)

schools are predominantly weekend schools, usually operating every Saturday morning throughout the school year. Besides these forty (40) schools, Hungarian language and cultural material is taught in other settings as well: during religious confirmation or first communion preparations in some Hungarian churches, during various activities of the Hungarian Scout and other Hungarian youth organizations, in higher educational settings in about five (5) colleges and universities throughout the United States and during some non-credit evening courses in some highschools.

4.

Problems

The forty (40) Hungarian schools in the United States are facing many problems. The two most important of these are the lack of adequate educational materiel and the lack of trained educational personnel.

Most of the Hungarian educational materials published in the United States, in Canada, and in West Germany are amateur works which are educationally incompetent in content, in structure, and in methods. They are also propagandistic, proselytizing for strong, political, and other ideological biases of their writers and publishers. The educational materials used in Hungary have been developed

for 6-day-a-week schools, they do not take the special needs for bilingual children in consideration, and they also contain propaganda material: that of the Communist controlled Hungarian state. A large portion of the available Hungarian educational materials in the United States, therefore, often represent not a help but a liability to the instructors and the students.

The instructors of the Hungarian schools are lacking in continual professional learning, developing opportunities, many of them do not have any formal training in educational theories or teaching methods. There is no formal teacher training for once-a-week Hungarian educators in the U.S. or in Hungary. The graduates of teacher training curricula in Hungary are not seeking positions in Hungarian schools of the United States - which could not provide them with full time employment anyhow. Graduates of American teacher training programs in the United States are not trained in once-a-week methods either, they are also often lacking the level of Hungarian language facility needed in the Hungarian schools, even when they can use the language on a colloquial level, due to their heritage.

The Hungarian Native Language Conference

To alleviate the problems with the materiel, the

professional staffing and with other aspects of the Hungarian schools in various countries, an international program was initiated in 1970 by concerned educators, linguists, and other professionals, titled "Hungarian Native Language Conference" (Anyanyelvi Konferencia). The Conference held three major meetings in Hungary since 1970 and also has accomplished the following to this date:

- published four unbiased textbooks specifically written to meet the needs of Hungarian once-a-week schools of many countries;
- created summer courses for youngsters who want to learn the Hungarian language and culture in Hungary, while spending some weeks in summer camps with Hungarian youngsters;
- established a two-weeks summer teacher training program in Hungary for Hungarian teachers of many countries, where they can update their knowledge of the language and culture;
- funded scholarships for youngsters who want to continue their higher education in Hungary;
- initiated a professional journal ("Nyelvünk és Kultúránk" - Our Language and Culture) where teachers can share their unique experiences

and can keep abreast of new developments in their fields;

-organized summer workshops in Hungary for those who work to maintain their Hungarian heritage through cultural programs, especially by folk dancing and music.

6.

Recommendations

The programs of the Hungarian Native Language Conference are successful, the books are utilized in many schools and the summer courses and workshops are well attended. Still, one of the most important needs of the Hungarian schools in the United States are only partly met, that of a well trained, continually developing professional teaching staff. To partially alleviate this problem, the following are recommended:

- establishment of grants to provide fully, or on a matching basis for the ten-month salaries of well trained graduates of Hungarian teacher training programs, who would thus become employable by Hungarian schools in the U.S.
- initiating Hungarian bilingual teacher training

curriculum options in existing teacher training programs at selected colleges and universities in the United States;

- organizing summer seminars for teachers of Hungarian schools, as part of the summer school programs at some colleges and universities in the United States;
- providing short-term grants for the organization of Hungarian teaching workshops, especially as part of the program of professional conferences, like those of the American Hungarian Educators' Association;
- providing travel and living costs for some students who want to attend teacher training programs in Hungarian colleges and universities.

BIBLIOGRAPHY

Materials on Bilingual and Bicultural Education

ANDERSSON, THEODORE, 1903-

BILINGUAL SCHOOLING IN THE UNITED STATES : HISTORY, RATIONALE, IMPLICATION AND PLANNING / BY THEODORE ANDERSSON AND MILDRED BOYER ; WITH A NEW FOREWORD AND SUPPLEMENTARY BIBLIOGRAPHY BY FRANCESCO CORDASCO. DETROIT, B. ETHRIDGE BOOKS, 1976. 2 V. : ILL. ; 24 CM.

LC CALL NBR: LC3731 .A75 1976 NOT IN LC COLLECTION DEWEY DEC:371.9/7

BILINGUAL-BICULTURAL EDUCATION CONFERENCE, 20, ANCHORAGE, ALASKA, 1976.

THE YEAR OF BILINGUAL- BICULTURAL EDUCATION : CONFERENCE REPORT. JUNEAU, ALASKA DEPT. OF EDUCATION, 1976. X, 54, 11, 18 P. ; 28 CM.

LC CALL NBR: LC3732.A4 B54 DEWEY DEC:371.9/7/09798

THE BILINGUAL CHILD : RESEARCH AND ANALYSIS OF EXISTING EDUCATIONAL THEMES. EDITED BY ANTONIO SIMOES, JR. NEW YORK, ACADEMIC PRESS, 1976. XV, 272 P. 24 CM.

(EDUCATIONAL PSYCHOLOGY)

LC CALL NBR: LC3715 .B54 DEWEY DEC:371.9/7

BILINGUAL EDUCATION CONFERENCE, TORONTO, 1971.

BILINGUAL SCHOOLING; SOME EXPERIENCES IN CANADA AND THE UNITED STATES. A REPORT ON THE BILINGUAL EDUCATION CONFERENCE, TORONTO, MARCH 11-13, 1971. MERRILL SWAIN, EDITOR, H. H. STERN, CONFERENCE CONVENER. TORONTO, ONTARIO INSTITUTE FOR STUDIES IN EDUCATION, 1972. VIII, 102 P. 23 CM.

(ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. SYMPOSIUM SERIES 1)

LC CALL NBR: LC3705 .B54 1971 DEWEY DEC:401

CASSO, HENRY J.

BILINGUAL/BICULTURAL EDUCATION AND TEACHER TRAINING / BY HENRY J. CASSO. WASHINGTON, NATIONAL EDUCATION ASSOCIATION, C1976. 96 P. ; 28 CM.

(PROFESSIONAL STUDIES.)

LC CALL NBR: LC3731 .C35 DEWEY DEC:371.9/7

CLAYDON, LESLIE F.

CURRICULUM AND CULTURE : SCHOOLING IN A PLURALIST SOCIETY / LESLIE CLAYDON TONY KNIGHT, MARTA RADO. SYDNEY BOSTON, GEORGE ALLEN & UNWIN, 1977. 231 P. ILL. ; 22 CM.

LC CALL NBR: LB2979 .C57 DEWEY DEC:370/.994

CONFERENCE ON EDUCATION AND TEACHER EDUCATION FOR CULTURAL PLURALISM, CHIL. C
1971.

CULTURAL PLURALISM IN EDUCATION: A MANDATE FOR CHANGE. EDITED BY MADELON
D. STENT, WILLIAM R. HAZARD AND HARRY N. RIVLIN. NEW YORK, APPLETON-CENTURY
CROFTS, 1973. XV, 167 P. 22 CM.

LC CALL NBR: LC3731 .C63 1971 DEWEY DEC:371.9/7

THE CURRENT STATUS OF U.S. BILINGUAL EDUCATION LEGISLATION / HANNAH N. GE. E
... ET AL.. ARLINGTON, VA, CENTER FOR APPLIED LINGUISTICS, ERIC
CLEARINGHOUSE ON LANGUAGES AND LINGUISTICS, 1975. V, 124 P. ; 28 CM.

(BILINGUAL EDUCATION SERIES ; 4

PAPERS IN APPLIED LINGUISTICS)

(CAL-ERIC/CLL SERIES ON LANGUAGES AND LINGUISTICS ; NO. 23)

LC CALL NBR: KF4204 .C8 DEWEY DEC:344/.73/07917

ENGLE, PATRICIA LEE.

THE USE OF VERNACULAR LANGUAGES IN EDUCATION : LANGUAGE MEDIUM IN EARLY
SCHOOL YEARS FOR MINORITY LANGUAGE GROUPS / BY PATRICIA LEE ENGLE. ARLINGTON
VA, CENTER FOR APPLIED LINGUISTICS, 1975. 33 P. ; 29 CM.

(BILINGUAL EDUCATION SERIES ; 3

PAPERS IN APPLIED LINGUISTICS)

LC CALL NBR: P53 .E5 DEWEY DEC:407

EPSTEIN, NOEL.

LANGUAGE, ETHNICITY, AND THE SCHOOLS : POLICY ALTERNATIVES FOR
BILINGUAL-BICULTURAL EDUCATION / NOEL EPSTEIN ; WITH RESPONSES BY JOSE A.
CARDENAS AND GARY ORFIELD ; AND A FOREWORD BY SAMUEL HALPERIN. WASHINGTON,
INSTITUTE FOR EDUCATIONAL LEADERSHIP, GEORGE WASHINGTON UNIVERSITY, C1977.
VII, 104 P. ; 23 CM.

LC CALL NBR: LC3731 .E67 DEWEY DEC:371.9/7

FISHMAN, JOSHUA A.

BILINGUAL EDUCATION : AN INTERNATIONAL SOCIOLOGICAL PERSPECTIVE / JOSHUA A.
FISHMAN ; WITH AN APPENDIX BY E. GLYN LEWIS. ROWLEY, MASS, NEWBURY HOUSE,
C1976. XIII, 208 P. ; 23 CM.

LC CALL NBR: LC3715 .F57 DEWEY DEC:371.9/7

GOLINICK, DONNA M.

MULTICULTURAL EDUCATION AND ETHNIC STUDIES IN THE UNITED STATES : AN
ANALYSIS AND ANNOTATED BIBLIOGRAPHY OF SELECTED ERIC DOCUMENTS / DONNA M.
GOLINICK, FRANK H. KLASSEN, JOOST YFF ; ETHNIC HERITAGE CENTER FOR TEACHER
EDUCATION OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION.
WASHINGTON, AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, 1976.
VIII, 164 P. ; 28 CM.

LC CALL NBR: Z5815.U5 G64 / LC3731 DEWEY DEC:016.3719/7

KLOSS, HEINZ.

THE AMERICAN BILINGUAL TRADITION / HEINZ KLOSS. ROWLEY, MASS, NEWBURY HOUSE
, 1977. XIII, 347 P. ; ILL. ; 23 CM.

(NEWBURY HOUSE SERIES - STUDIES IN BILINGUAL EDUCATION)

LC CALL NBR: LC3731 .K58 DEWEY DEC:371.9/7 30

MACKAY, WILLIAM FRANCIS.

BILINGUAL EDUCATION IN A BINATIONAL SCHOOL; A STUDY OF EQUAL LANGUAGE
MAINTENANCE THROUGH FREE ALTERNATION. FOREWORD BY JOSHUA A. FISHMAN. ROWLEY,
MASS. NEWBURY HOUSE, 1972. XVIII, 185 P. ILLUS. 23 CM.
(STUDIES IN BILINGUAL EDUCATION)

LC CALL NBR: LC3719 .M32

DEWEY DEC:371.97

MULTICULTURAL EDUCATION : COMMITMENTS, ISSUES, AND APPLICATIONS / PREPARED BY
THE ASCD MULTICULTURAL EDUCATION COMMISSION ; EDITED BY CARL A. GRANT.
WASHINGTON, ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, C1977.
X, 148 P. : PORTS. ; 23 CM.

LC CALL NBR: LC1099 .M83

DEWEY DEC:370.19/6